



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10071140
SAU: Auburn School Department
School: Walton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

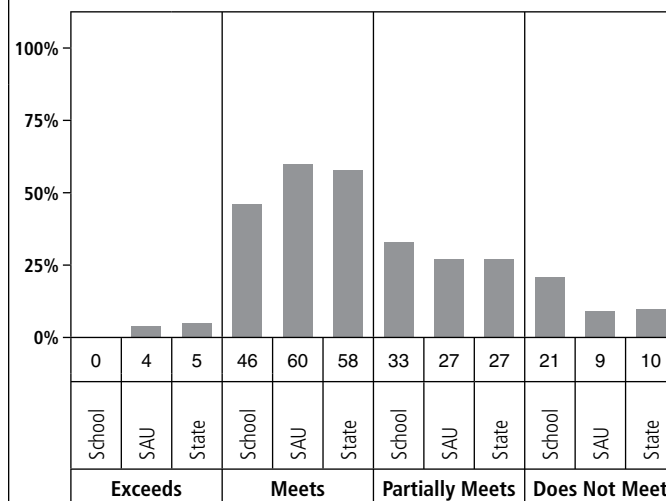
SAU: Auburn School Department

School: Walton School

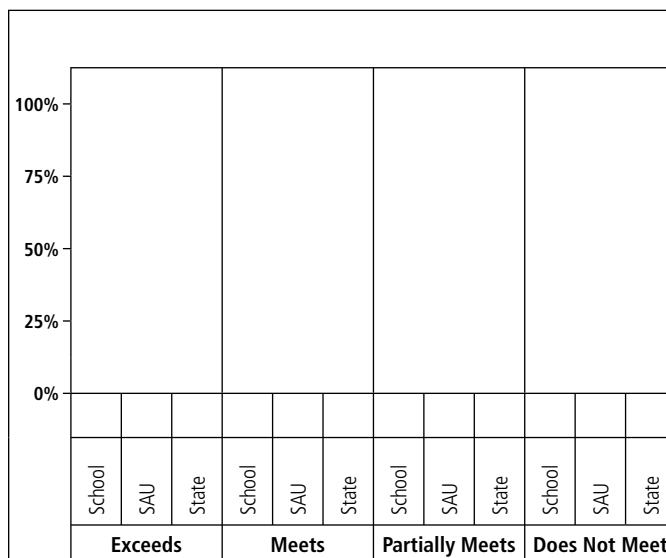
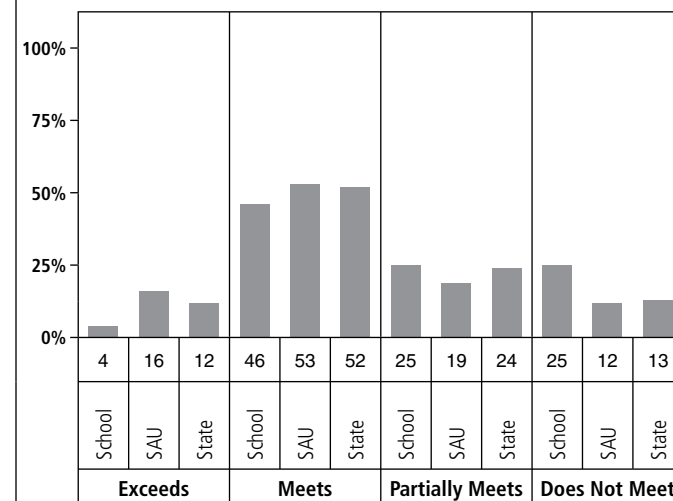
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	544	544
2006–2007	542	545	544
2007–2008	540	545	545
Cum. Avg.*	542	545	544
Mathematics			
2005–2006	546	549	543
2006–2007	543	547	546
2007–2008	540	548	546
Cum. Avg.*	543	548	545
ELA – Writing			
2005–2006			
2006–2007	537	540	541
2007–2008	533	537	538
Cum. Avg.*			

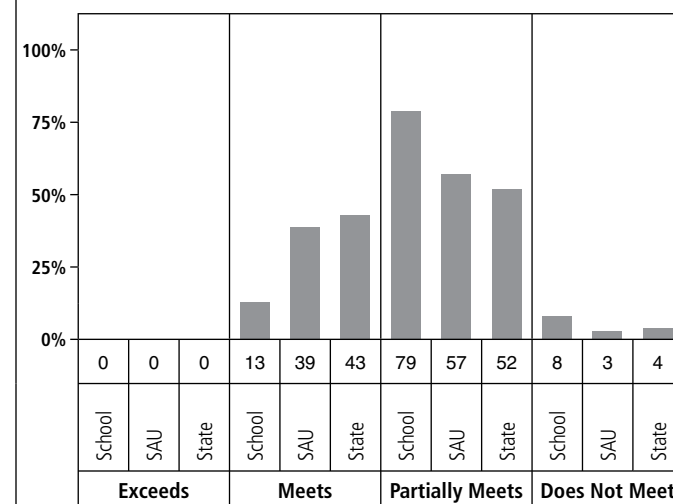
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Auburn School Department
 School: Walton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	24	100	237	100	14240	100	24	100	237	100	14157	100	24	100	237	100	14156	100					24	100
Ethnicity African American/Black	1	4	21	9	404	3	1	100	21	100	396	98	1	100	21	100	398	99					1	100
American Indian or Native Alaskan	0	0	1	0	118	1	0	0	1	100	118	100	0	0	1	100	118	100					0	0
Asian or Pacific Islander	0	0	7	3	201	1	0	0	7	100	199	99	0	0	7	100	199	99					0	0
Hispanic	0	0	3	1	178	1	0	0	3	100	170	97	0	0	3	100	174	99					0	0
Caucasian/White	23	96	205	86	13339	94	23	100	205	100	13274	100	23	100	205	100	13267	100					23	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	4	17	53	22	2555	18	4	100	53	100	2528	99	4	100	53	100	2526	99					4	100
Current LEP	0	0	16	7	337	2	0	0	16	100	328	97	0	0	16	100	334	99					0	0
Economically disadvantaged	10	42	108	46	5574	39	10	100	108	100	5528	99	10	100	108	100	5531	99					10	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	20	83	151	64	11042	78	20	83	153	65	11006	77							20	83	156	66	11127	78
Identified disability (PET/IEP)	0	0	4	3	396	4	0	0	4	3	404	4							0	0	4	3	447	4
LEP	0	0	8	5	144	1	0	0	8	5	141	1							0	0	8	5	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	4	17	82	35	2974	21	4	17	81	34	3014	21							4	17	76	32	2845	20
Identified disability (PET/IEP)	4	100	46	56	1996	67	4	100	46	57	1986	66							4	100	46	61	1925	68
LEP	0	0	6	7	175	6	0	0	7	9	189	6							0	0	6	8	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	30	37	766	26	0	0	28	35	801	27							0	0	24	32	710	25
Participation through alternate assessment (PAAP)	0	0	3	1	136	1	0	0	3	1	136	1							0	0	3	1	135	1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135	100
LEP	0	0	1	33	4	3	0	0	1	33	4	3							0	0	1	33	4	3
504 plan	0	0	1	33	1	1	0	0	1	33	1	1							0	0	1	33	1	1
Approved non-participation in reading – 1st year LEP	0	0	1	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	2	1	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Walton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	5	2	721	5
	2006-2007	0	0	18	7	702	5
	2007-2008	0	0	10	4	659	5
	Cum. Total*	0	0	33	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	12	50	119	54	7571	53
	2006-2007	12	46	129	51	7730	55
	2007-2008	11	46	139	60	8195	58
	Cum. Total*	35	47	387	55	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	11	46	83	38	4343	30
	2006-2007	11	42	75	30	4182	30
	2007-2008	8	33	63	27	3800	27
	Cum. Total*	30	41	221	31	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	4	13	6	1628	11
	2006-2007	3	12	29	12	1419	10
	2007-2008	5	21	21	9	1362	10
	Cum. Total*	9	12	63	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	26.0	54.2	29.2	60.8	29.2	60.8
Literary Text	24	50	14.3	59.6	15.4	64.2	15.0	62.5
Informational Text	24	50	11.6	48.3	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: Auburn School Department

School: Walton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	0	0	11	46	8	33	5	21	540	233	4	60	27	9	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										19	5	42	26	26	541	388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	0										7	0	71	29	0	550	197	5	64	23	8	546
Hispanic	0										3						167	2	47	37	14	542
Caucasian/White	23	0	0	11	48	7	30	5	22	540	203	4	62	27	7	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	4										50	0	38	42	20	539	2392	0	26	42	31	536
No	20	0	0	11	55	6	30	3	15	542	183	5	66	23	6	546	11624	6	65	24	5	547
Current LEP																						
Yes	0										14	0	57	29	14	542	319	1	36	34	29	537
No	24	0	0	11	46	8	33	5	21	540	219	5	60	27	9	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	10	0	0	3	30	5	50	2	20	536	106	2	45	37	16	541	5454	2	48	35	15	541
No	14	0	0	8	57	3	21	3	21	543	127	6	72	19	3	548	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	24	0	0	11	46	8	33	5	21	540	233	4	60	27	9	545	14011	5	58	27	10	545
Gender																						
Female	9	0	0	5	56	1	11	3	33	540	122	4	63	27	6	546	6766	7	62	24	8	546
Male	15	0	0	6	40	7	47	2	13	540	111	5	56	27	13	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	2	22	3	33	4	44	533	33	0	24	52	24	536	1751	1	35	44	21	538
No	15	0	0	9	60	5	33	1	7	544	200	5	66	23	7	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	1										13	31	69	0	0	557	464	27	71	2	1	557
No	23	0	0	10	43	8	35	5	22	540	220	3	59	29	10	544	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Auburn School Department

School: Walton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	530	4	0	33	0	67	533	5	2	42	34	22	540
B. less than one hour	83	0	0	9	45	7	35	4	20	540	69	6	59	29	7	546	66	5	60	27	9	545
C. one to two hours	13	0	0	2	67	1	33	0	0	545	25	2	71	22	5	545	26	5	61	26	8	546
D. more than two hours	0										2	0	0	75	25	532	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	0	0	3	33	5	56	1	11	540	40	9	63	22	7	548	31	7	63	23	7	547
B. They match some of what I have learned.	42	0	0	5	50	2	20	3	30	540	47	2	64	24	10	544	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	3	100	0	0	0	0	547	11	0	46	46	8	541	11	2	42	37	19	540
D. There is no match.	8	0	0	0	0	1	50	1	50	529	2	0	0	60	40	530	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	0	0	7	64	3	27	1	9	545	37	6	69	21	4	548	30	10	68	16	6	549
B. good	38	0	0	4	44	3	33	2	22	538	50	4	59	25	11	544	53	3	59	29	9	544
C. fair	17	0	0	0	0	2	50	2	50	533	12	0	43	43	14	541	15	1	41	40	18	539
D. poor	0										1	0	33	33	33	532	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	22	0	0	0	0	3	60	2	40	532	19	5	47	33	16	542	17	3	45	32	19	541
B. about the same as my regular schoolwork	65	0	0	9	60	4	27	2	13	543	72	5	64	24	7	546	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	2	67	1	33	0	0	545	9	0	62	29	10	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	29	0	0	0	0	4	57	3	43	533	15	0	24	59	18	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	0	0	7	58	4	33	1	8	543	62	4	64	24	7	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	21	0	0	4	80	0	0	1	20	544	23	8	73	10	10	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	3	100	0	0	0	0	549	15	3	68	24	6	546	18	8	64	20	8	547
B. 20 minutes to an hour	67	0	0	7	44	6	38	3	19	540	71	5	64	23	7	546	56	5	62	25	7	546
C. less than 20 minutes	17	0	0	1	25	2	50	1	25	536	8	0	50	39	11	543	12	2	50	32	15	542
D. I rarely read at home.	4	0	0	0	0	0	0	1	100	530	6	0	7	57	36	534	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	2	33	4	67	0	0	541	20	2	50	41	7	543	26	3	51	32	14	542
B. six to ten pages	17	0	0	1	25	1	25	2	50	532	22	0	64	28	8	543	28	3	59	28	9	544
C. eleven or more pages	58	0	0	8	57	3	21	3	21	542	58	7	64	19	10	546	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										33	0	50	50	0	544						
C.	0										33	50	50	0	0	560						
D.	0										33	0	50	50	0	547						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Walton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	4	36	16	1415	10
	2006-2007	1	4	43	17	1711	12
	2007-2008	1	4	37	16	1617	12
	Cum. Total*	3	4	116	16	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	15	63	124	56	6503	45
	2006-2007	13	50	119	47	6778	48
	2007-2008	11	46	125	53	7284	52
	Cum. Total*	39	53	368	52	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	8	33	44	20	3945	28
	2006-2007	9	35	64	25	3884	28
	2007-2008	6	25	44	19	3341	24
	Cum. Total*	23	31	152	22	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	0	0	16	7	2434	17
	2006-2007	3	12	26	10	1683	12
	2007-2008	6	25	28	12	1778	13
	Cum. Total*	9	12	70	10	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.7	44.7	9.6	64.0	9.0	60.0
Cluster 2: Shape and Size	14	29	6.5	46.4	7.4	52.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.5	50.0	2.7	54.0	2.2	44.0
Cluster 4: Patterns	14	29	7.7	55.0	8.8	62.9	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: Auburn School Department

School: Walton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	1	4	11	46	6	25	6	25	540	234	16	53	19	12	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										20	5	40	10	45	537	392	5	33	32	31	537
American Indian or Native Alaskan	0										1					116	5	42	31	22		540
Asian or Pacific Islander	0										7	43	57	0	0	561	198	16	59	15	11	549
Hispanic	0										3					173	5	45	30	20		541
Caucasian/White	23	1	4	11	48	6	26	5	22	540	203	16	55	20	9	549	13141	12	53	24	12	546
Not Reported	0										0					0						
Identified disability																						
Yes	4										50	6	38	32	24	539	2390	2	29	34	35	534
No	20	1	5	11	55	4	20	4	20	542	184	18	58	15	9	550	11630	13	57	22	8	548
Current LEP																						
Yes	0										15	7	40	13	40	538	330	4	36	27	33	536
No	24	1	4	11	46	6	25	6	25	540	219	16	54	19	10	549	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	10	0	0	2	20	4	40	4	40	532	107	10	49	21	20	543	5461	5	46	30	19	541
No	14	1	7	9	64	2	14	2	14	545	127	20	57	17	6	552	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	24	1	4	11	46	6	25	6	25	540	234	16	53	19	12	548	14015	12	52	24	13	546
Gender																						
Female	9	0	0	3	33	2	22	4	44	535	122	15	53	20	12	547	6767	11	51	24	13	546
Male	15	1	7	8	53	4	27	2	13	543	112	17	54	18	12	548	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	5	56	3	33	530	33	3	36	36	24	538	1755	1	37	39	23	538
No	15	1	7	10	67	1	7	3	20	546	201	18	56	16	10	549	12265	13	54	22	11	547
Gifted/talented program																						
Yes	1										13	69	31	0	0	568	464	58	40	2	0	564
No	23	0	0	11	48	6	26	6	26	538	221	13	55	20	13	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Auburn School Department

School: Walton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	100	0	0	0	0	546	4	11	22	11	56	533	5	6	39	29	25	539
B. less than one hour	83	1	5	8	40	6	30	5	25	540	69	17	53	20	9	549	66	12	52	24	12	546
C. one to two hours	13	0	0	2	67	0	0	1	33	535	25	14	57	19	10	547	26	12	55	23	11	547
D. more than two hours	0										2	0	75	0	25	539	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	1	11	5	56	1	11	2	22	543	40	19	60	16	4	551	38	16	56	19	8	549
B. They match some of what I have learned.	42	0	0	4	40	4	40	2	20	538	52	16	50	20	14	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	21	0	0	2	40	1	20	2	40	538	7	6	47	24	24	541	10	6	37	32	24	539
D. There is no match.	0										1	0	0	0	100	516	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	1	14	4	57	1	14	1	14	549	33	34	55	3	9	557	31	24	54	14	8	552
B. good	50	0	0	7	58	3	25	2	17	540	49	9	60	22	9	546	47	8	55	25	12	545
C. fair	21	0	0	0	0	2	40	3	60	527	16	3	30	43	24	537	19	2	43	35	20	539
D. poor	0										2	0	50	25	25	537	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	17	0	0	2	50	1	25	1	25	532	17	11	63	18	8	547	18	5	42	30	22	540
B. about the same as my regular schoolwork	58	0	0	7	50	4	29	3	21	541	67	16	52	20	12	548	66	11	55	23	11	547
C. easier than my regular schoolwork	25	1	17	2	33	1	17	2	33	542	16	22	51	16	11	551	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	1	20	1	20	3	60	528	27	11	44	27	17	544	21	10	48	26	16	544
B. two or three days a week	54	0	0	7	54	4	31	2	15	541	41	20	57	16	7	551	36	13	54	23	10	547
C. two or three times each month	21	0	0	3	60	1	20	1	20	543	23	15	56	20	9	548	27	12	54	23	11	547
D. never or almost never	4	1	100	0	0	0	0	0	0	572	8	11	61	6	22	545	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	13	0	0	1	33	0	0	2	67	532	8	11	53	5	32	542	7	12	44	25	19	543
B. two or three days a week	52	0	0	5	42	4	33	3	25	537	46	14	55	24	8	549	30	13	53	23	11	547
C. two or three times each month	26	0	0	4	67	2	33	0	0	549	29	21	57	13	9	551	34	12	54	23	10	547
D. never or almost never	9	1	50	0	0	0	0	1	50	536	17	16	42	24	18	544	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	0	0	0	0	1	33	2	67	517	5	0	42	25	33	538	7	7	40	25	28	539
B. 30–45 minutes	17	0	0	1	25	3	75	0	0	540	23	11	38	32	19	543	31	7	49	29	15	543
C. 45–60 minutes	35	1	13	4	50	0	0	3	38	544	20	13	64	11	11	548	40	12	55	23	10	547
D. more than 60 minutes	35	0	0	5	63	2	25	1	13	543	52	21	57	16	7	551	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										33	50	0	50	0	552						
C.	0										33	100	0	0	0	571						
D.	0										33	50	0	0	50	553						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Auburn School Department
School: Walton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	6 1	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	13 3	50 13	130 91	52 39	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	9 19	35 79	99 132	40 57	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	4 2	15 8	14 8	6 3	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.2	46.0	10.6	53.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.8	40.0	5.6	46.7	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.3	53.8	5.0	62.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Auburn School Department
 School: Walton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	24	0	0	3	13	19	79	2	8	533	232	0	39	57	3	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										19	0	32	58	11	535	382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	0										7	0	71	29	0	544	196	2	55	42	2	541
Hispanic	0										3						170	0	29	62	9	535
Caucasian/White	23	0	0	3	13	18	78	2	9	533	202	0	40	57	2	537	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	4										50	0	12	80	8	530	2372	0	12	72	16	529
No	20	0	0	2	10	16	80	2	10	532	182	1	47	51	2	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										14	0	43	43	14	535	319	0	30	58	12	533
No	24	0	0	3	13	19	79	2	8	533	218	0	39	58	3	537	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	10	0	0	1	10	7	70	2	20	530	106	0	31	62	7	535	5435	0	32	61	7	535
No	14	0	0	2	14	12	86	0	0	534	126	1	46	52	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	24	0	0	3	13	19	79	2	8	533	232	0	39	57	3	537	13967	0	43	52	4	538
Gender																						
Female	9	0	0	3	33	6	67	0	0	538	122	1	52	46	1	540	6750	1	55	43	2	540
Male	15	0	0	0	0	13	87	2	13	529	110	0	25	69	6	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	0	0	8	89	1	11	531	33	0	24	73	3	535	1745	0	26	69	5	534
No	15	0	0	3	20	11	73	1	7	534	199	1	42	54	4	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	1										13	8	54	38	0	544	464	2	74	23	0	545
No	23	0	0	3	13	18	78	2	9	533	219	0	38	58	4	537	13508	0	42	53	4	537

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Auburn School Department

School: Walton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	100	0	0	536	4	0	22	67	11	532	5	0	29	57	14	533
B. less than one hour	83	0	0	3	15	16	80	1	5	533	69	1	39	59	2	538	66	0	44	52	3	538
C. one to two hours	13	0	0	0	0	2	67	1	33	531	25	0	45	50	5	537	26	0	45	52	3	538
D. more than two hours	0										2	0	25	50	25	529	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	35	0	0	2	25	5	63	1	13	535	26	2	49	46	3	539	25	1	54	42	3	540
B. good	48	0	0	1	9	9	82	1	9	533	47	0	44	53	4	538	50	0	46	51	3	538
C. fair	13	0	0	0	0	3	100	0	0	531	24	0	26	72	2	534	22	0	29	65	6	535
D. poor	4	0	0	0	0	1	100	0	0	522	3	0	13	75	13	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	4	0	0	0	0	1	100	0	0	522	15	0	21	74	6	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	74	0	0	3	18	13	76	1	6	534	64	1	43	53	3	538	65	0	45	52	3	538
C. easier than my regular schoolwork	22	0	0	0	0	4	80	1	20	531	21	0	43	55	2	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										33	50	0	50	0	549						
C.	0										33	0	100	0	0	542						
D.	0										33	0	50	50	0	540						